

**California Department of Education
Quality Program Improvement Plan for
Expanded Learning Programs in California
School Year:**

Cover Page

This document is intended to provide local sites with a resource for improving program quality and was created as **one option** for Expanded Learning Programs to use. Programs have the **choice of using any program improvement plan framework, including a locally created tool**. If you use this California Department of Education (CDE) created document, it will not be sent to the CDE for review/submission.

Grantee Agency:

Program Site/School:

County-District-School Code (CDS):

Federal Employer Identification Number (FEIN) (if known):

Grant Identification Number(s), identification numbers, if known:

Name of Person(s) Completing the Plan:

Date Completed:

Section I. Summary of Assessment

After the site has assessed the program quality and reflected on the data collected, complete the questions below. For guidance about the Continuous Quality Improvement Process, see the CDE Guidance for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implementetation.asp>.

Stakeholders

Indicate below which stakeholder group(s) were involved in the quality improvement process for the site (check all that apply).

- Internal Evaluator
- External Evaluator
- School Administrator
- Certificated Staff
- Classified Staff
- Program Director
- Site Level Staff
- Parents/Guardians
- Students
- Community Partners
- Advisory Groups
- Other Stakeholder (identify below)

Assessment Tools and Strategies

For information on available assessment tools, refer to *A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools* located on the CDE Quality Crosswalk Web page at <http://www.cde.ca.gov/ls/ba/as/documents/qualitycrosswalk.pdf> (2MB).

Indicate all assessment tools and strategies listed below used to assess program needs (check all that apply):

- California After School Program Quality Self-assessment Tool
- New York Program Quality Self-assessment Tool
- California High School After School Program Quality Self-assessment Rubric
- Youth Program Quality Assessment
- Assessment of Program Practices Tool
- Out-of-School Time Observation Instrument
- Promising Practices Rating System
- An Internally Designed Assessment
- Focus Groups
- On-site Observations
- Interviews
- Surveys
- Other Tool or Strategy (identify below)

Assessment Reflection

Summarize and reflect on the data collected from the assessment by answering the following questions:

1. **What clear data trends did the assessment present (if any)?**
2. **Using the data collected and the *Quality Standards for Expanded Learning in California*, located on the CDE Quality Crosswalk Web page at <http://www.cde.ca.gov/ls/ba/as/documents/qualitycrosswalk.pdf> (2MB), describe the program's strengths.**
3. **Using the data collected and the *Quality Standards for Expanded Learning in California*, describe areas that may require improvement for the program.**
4. **Which Quality Standards and areas of improvement can be addressed immediately?**
5. **Which Quality Standards and areas of improvement require long-term solutions?**

Given the responses to the above questions, identify two to three high priority needs (based on the Quality Standards) your site will focus on improving.

Point-of-Service Quality Standards

- Safe and supportive environment
- Active and engaged learning
- Skill building
- Youth voice and leadership
- Healthy choices and behaviors
- Diversity, access, and equity

Programmatic Quality Standards

- Quality staff
- Clear vision, mission, and purpose
- Collaborative partnerships
- Continuous quality improvement
- Program management
- Sustainability

Section II. Quality Program Improvement Plan

Below is the Quality Program Improvement Plan to address **two to three** high priority needs of the expanded learning program. **It is recommended for sites to only address one standard if they are engaging in this process for the first time.** Each site should identify and define the goals, objectives, and outcomes to be achieved (along with concrete activities, identification of individual[s] responsible, and a reasonable timeline for meeting those goals).

Goals

Goals should be aligned with the Quality Standards and tailored to the program site based on data and information collected from a recent assessment.

Specific Objectives and Outcome Measures

Include specific objectives and outcome measures—ways in which goals will be accomplished. Describe the specific objective(s) to address Quality Program Improvement goals (include ways in which goals can be accomplished). Objectives should be measurable and quantifiable (i.e., the program will provide the opportunity for students to actively share their viewpoints and interests by holding four student meetings between January and April 2017).

Activities

Describe any and all activities, along with: (1) the individual(s) responsible for carrying out the activity, (2) the given timeline date(s), and (3) the plan should also identify any support and/or technical assistance (TA) the program and its staff may need to help meet the goals and objectives.

Support/Technical Assistance

Below are examples of the types of support/TA that may be requested. For more information about the core strategies for TA, please refer to the After School Assistance Providers Connect (ASAPconnect) Quality Framework Web page at <http://www.asapconnect.org/asap-quality-framework>.

Type of Support/TA	Acronym
Professional Development/Training	PD/T
Mentoring	ME
Coaching	C
Resources	R
Academic/Curriculum Support	ACS
Other	O

Example:

Program Site:	Example: Cesar Chavez Middle School		
Aligning Quality Standard:	Example: Youth Voice Leadership		
Quality Program Improvement Goal Number 1	Example: The program provides student-led opportunities to share their viewpoints, concerns, or interests, in order to impact program practices.		
Objective 1:	Example: The program will provide the opportunity for students to actively share their viewpoints and interests by holding four student leadership meetings between January and April 2017.		
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
EXAMPLE: Students to elect/choose 6–8 students representatives to serve on the leadership team.	Lucia (Site Coordinator) Juan (Program Leader)		
EXAMPLE: The program will convene four student-run leadership meetings with program staff facilitation and provide the students opportunities to share their viewpoints and give suggestions for the program.	Lucia (Site Coordinator) Juan (Program Leader)	December 2016	
EXAMPLE: After each student leadership meeting, the staff will meet to consider the feedback and make any needed changes to the program schedule per student request(s).	All Site Staff	January 3, 2017–April 2017	PD/T, C,R

Program Site:			
Aligning Quality Standard:			
Quality Program Improvement Goal Number 1:			
Objective 1:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Objective 2:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Objective 3:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed

Program Site:			
Aligning Quality Standard:			
Quality Program Improvement Goal Number 2:			
Objective 1:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Objective 2:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Objective 3:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed

Section III. Improvement

Critical to the success of any plan is its faithful and thorough implementation. Sites should continuously monitor their progress in implementing the Quality Program Improvement Plan. All site personnel should understand the goals of the

program and the plan to address the needs of the program. In order to implement the Quality Program Improvement Plan with fidelity, the following questions should be considered during the process:

1. How is the plan's implementation being monitored (check all that apply)?

- Formal Assessment
- Informal Discussion
- Observation
- Staff Meeting
- Focus Group
- Other (indicate below)

2. How are staff members being supported to meet the plan's goals (check all that apply)?

- Professional Development/Training
- Mentoring
- Coaching
- Resources
- Curriculum
- Supplies
- Monetary Support
- Other (identify below)

3. Describe the impact the plan is making and how it has led to the improvement of services being delivered to the students?

4. Date of progress check:

Indicate any and all improvement goals met. Describe how the site met its benchmarks and what progress was made using the plan.

Goal Number 1:

- Progress of Goal Number 1:

Goal Number 2:

- Progress of Goal Number 2:

Name:

Title:

Date: